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# Beyond the buzzword; why bother with coaching for CPD?

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[@DrRLofthouse](https://twitter.com/DrRLofthouse)  
[@CollectivED1](https://twitter.com/CollectivED1)



**CollectivED**

The Mentoring & Coaching Hub



Let's start with you.  
Find a partner.  
Become persons 'A' & 'B'.

**Person A** – please  
have a conversation  
with your partner to  
elicit their views on  
the question:

***Why bother with  
coaching in  
education?***

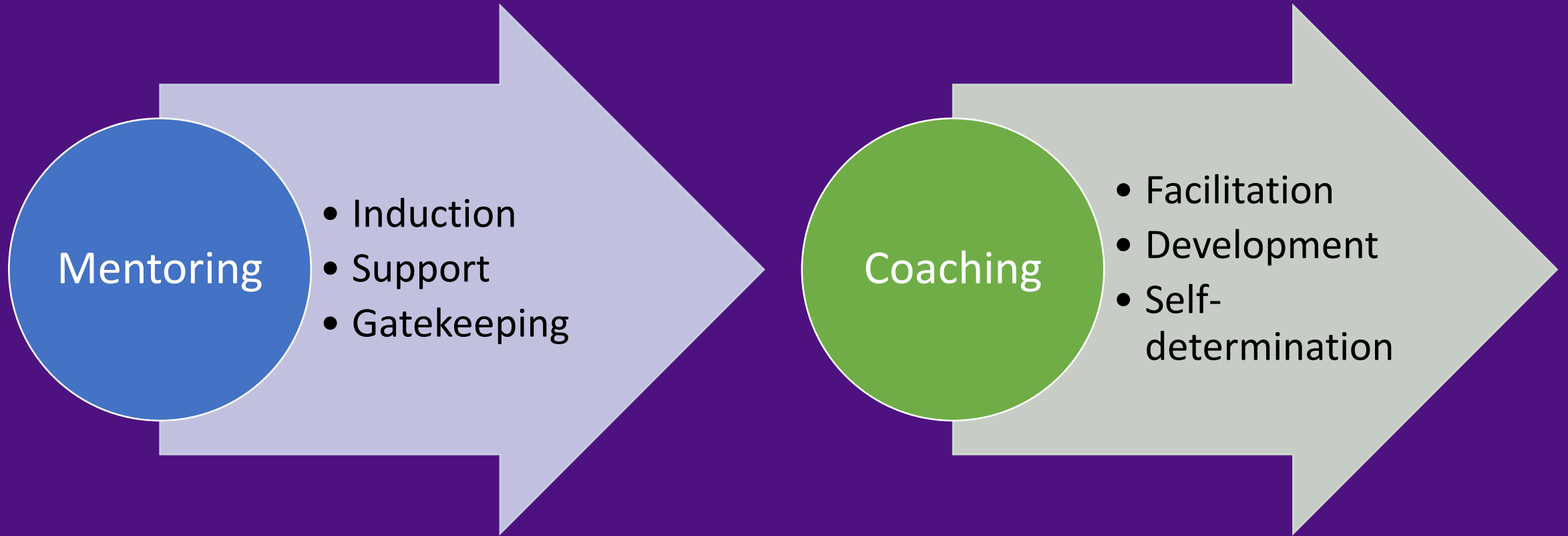
Give them your  
attention, ask them  
useful questions to  
prompt their thinking,  
but focus only on their  
experiences and ideas  
– you will have your  
turn soon. You have 3  
minutes.

Swap. **Person B** –  
please give your  
partner your full  
attention as they  
consider the same  
question.

# Complex context for coaching in England



# Spectrum of intent, context and quality





# Mentoring student teachers; a vulnerable workplace learning practice

Rachel Lofthouse and Ulrike Thomas

*Research Centre for Learning and Teaching, School of Education,  
Communication and Language Sciences, Newcastle University, Newcastle, UK*

Mentoring  
student  
teachers

201

Received 30 March 2014  
Revised 24 July 2014  
12 August 2014



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## Professional Development in Education

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### Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

Rachel Lofthouse<sup>a</sup> & Ulrike Thomas<sup>a</sup>

<sup>a</sup> Education, Communication and Language Sciences, Newcastle  
University, Newcastle upon Tyne NE1 7RU, UK  
Published online: 28 Jul 2015.

[attunedinteractions](http://www.attunedinteractions.com)

**Developing the use of communication  
rich pedagogies in classrooms using  
Video Enhanced Reflective Practice in-  
formed methodologies as a vehicle for  
teacher and speech and language ther-  
apist continuing professional develop-  
ment. Flanagan, J., Wigley, B. & Loft-  
house, R.**

## Lesson Study: an Opportunity for Collaborative Teacher Inquiry

Rachel Lofthouse<sup>1</sup>  
Stefan McElwree<sup>2</sup>  
Claire King<sup>3</sup>  
Colin Lofthouse<sup>4</sup>

<sup>1</sup>Leeds Beckett University, UK; <sup>2</sup>Portland High School, UK;  
<sup>3</sup>Professional Learning Solutions Ltd, UK; <sup>4</sup>Rickleton Primary School, UK



## Professional Development in Education

ISSN: 1941-5257 (Print) 1941-5265 (Online) Journal homepage: <http://www.tandfonline.com/loi/rjie20>

### Coaching in education: a professional development process in formation

Rachel Lofthouse

## Re-imagining mentoring as a dynamic hub in the transformation of initial teacher education

### The role of mentors and teacher educators

Rachel M. Lofthouse

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IJMCE  
2,1

8

## An activity theory perspective on peer coaching

Rachel Lofthouse and David Leat

*Education, Communication and Language Science, Newcastle University,  
Newcastle, UK*



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### Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool

Rachel Lofthouse<sup>a</sup> & Elaine Hall<sup>a</sup>

<sup>a</sup> The Research Centre for Learning and Teaching, School of  
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Published online: 11 Mar 2014.

# An activity theory perspective on peer coaching

Rachel Lofthouse and David Leat

*Education, Communication and Language Science, Newcastle University,  
Newcastle, UK*

International Journal of Mentoring  
and Coaching in Education  
Vol. 2 No. 1, 2013  
pp. 8-20

<https://www.bera.ac.uk/blog/beyond-mentoring-peer-coaching-by-and-for-teachers-can-it-live-up-to-its-promise>

**Purpose** – Coaching in educational settings is an alluring concept, as it carries associations with life coaching and well being, sports coaching and achievement and improving educational attainment. Although there are examples of successful deployment in schools, there is also evidence that coaching often struggles to meet expectations. This article aims to use socio-cultural theory to explore why coaching does NOT transplant readily to schools, particularly in England, where the object of coaching activity may be in contradiction to the object of dominant activity in schools – meeting examination targets.

Beyond  
mentoring; peer  
coaching by and  
for teachers. Can  
it live up to its  
promise?



Rachel Lofthouse  
Head of Teacher Learning and Development  
Newcastle University  
Friday 15 May 2015

SHARE:   



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### Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

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Published online: 28 Jul 2015.



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### *Shared labour for a common purpose*

Combined effort was for a common purpose with a focus on students and their learning

### *Parity and link to productive dialogue*

Working productively as well as building relationships

### *A safe forum for professional challenge*

Make choices about practice beyond QA & PM processes

## THE BERA BLOG RESEARCH MATTERS

### Teacher peer coaching; a story of trust, agency and enablers



Rachel Lofthouse & Emma Bulmer  
Thursday 10 March 2016

SHARE: [Twitter](#) [Facebook](#) [LinkedIn](#)

Teaching and Teacher Education

This blog is a good news story in terms of teacher collaboration from The Hermitage Academy, a North-East Teaching School. The Academy has deliberately and steadily built a culture of teacher collaboration. It

<https://www.bera.ac.uk/blog/teacher-peer-coaching-a-story-of-trust-agency-and-enablers>



A series of  
conversations  
between coaches

*Why bother with  
coaching in  
education?*



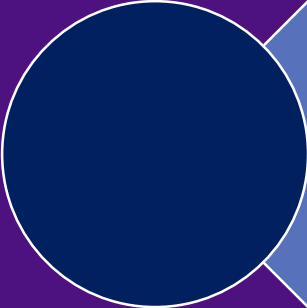
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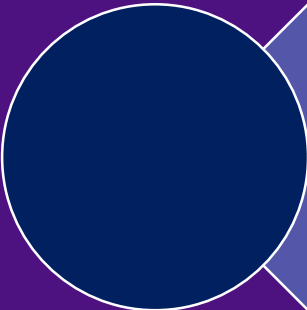
# Commonalities and contrasts in coaching



Some one-to-one coaching, some group coaching

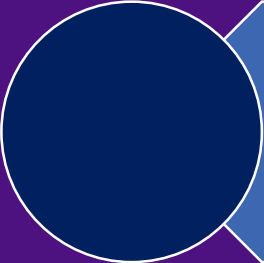


Dialogue creates opportunities for learning and change; striking balance between organisation's agenda and individual's motives & interests.



Coaches use structures, disciplines and tools to underpin coaching (e.g. video, listening mode, Thinking Environment).

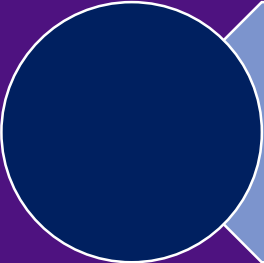
# Discourses of coaching



Coaching often introduced to, 'close the gap', 'sharpen practice', 'solve the problem'



Coaching is not about 'saving people', a 'quick fix', 'performative'.



Coaching means being 'listened to', being 'attentive to', allowing coaches to 'open up' & 'do their best thinking'.



Coaching is 'reciprocal', 'exploratory', 'authentic', and allows coaches and coaches to 'share', 'learn' in relation to 'bespoke' approaches.

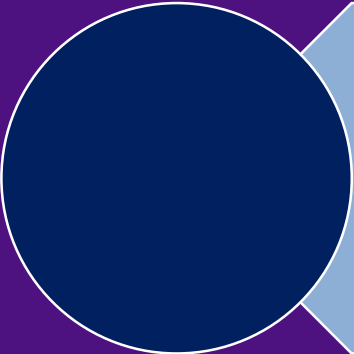
# Coaches in formation



Use of coaching in educational settings often sought as new approach to existing issue



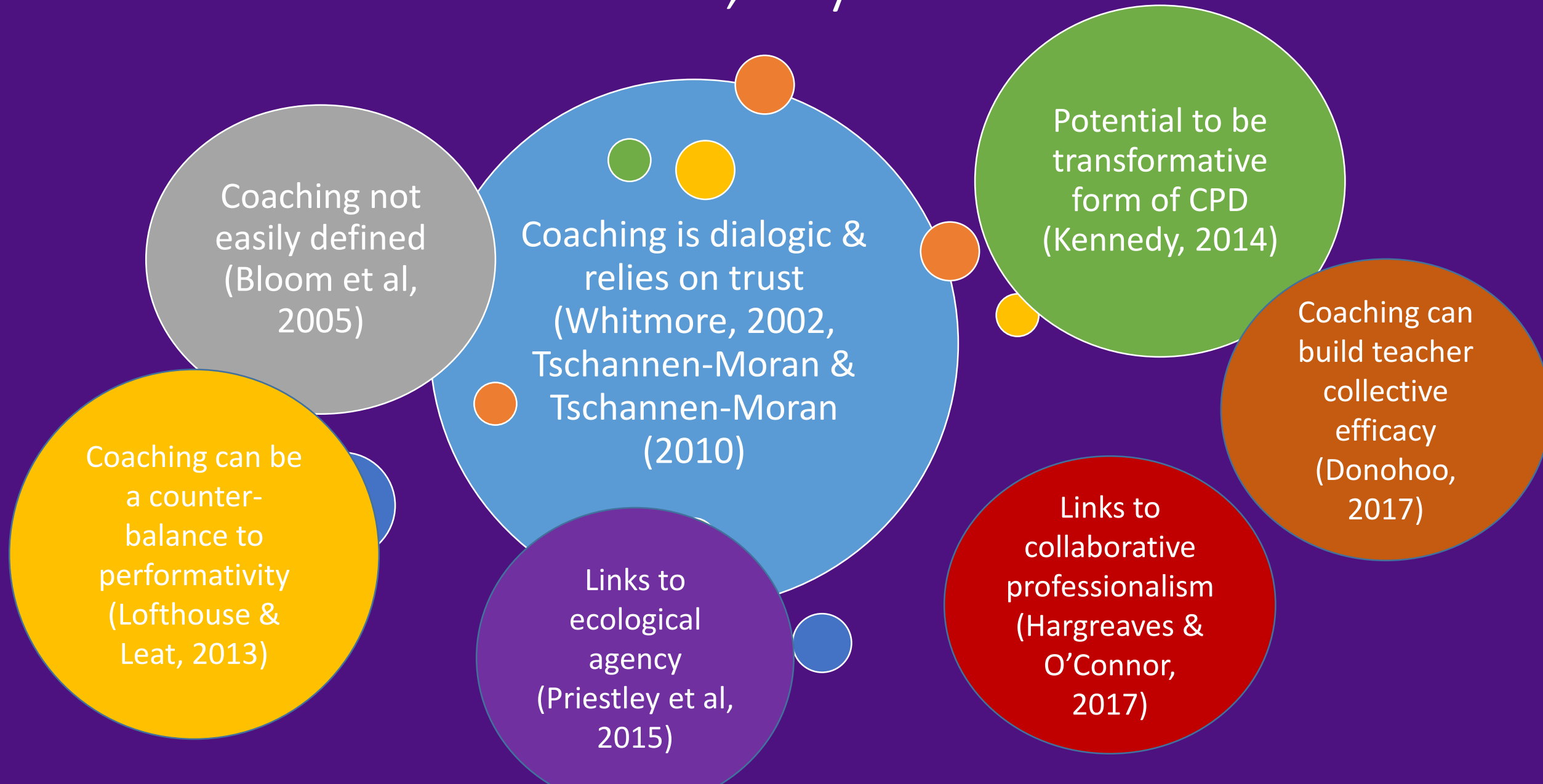
Coaches bring expertise and experience to role from former professional roles

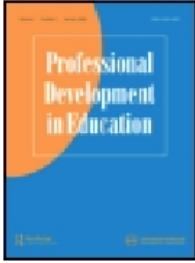


Coaching experienced by coaches as formative process, developing skills and capacity. Coaching not static – evolves over time.



# Discussion; key themes





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### Coaching in education: a professional development process in formation

Rachel Lofthouse

#### ABSTRACT

Coaching has been evolving as a form of professional development for teachers and school leaders for several decades, and now exists in many forms. This study focused on the work of six coaches in England, using an adapted focus group approach to discover how they explained and conceptualised the value of their practices. As the coaches' conversations with each other emerged details of the nature of their work, and their reflections on it, were elicited which were analysed thematically while also paying due attention to individual narratives. Although coaching is not easily defined this study demonstrates the significance of relationships and dialogue in coaching and the structures and protocols that support that. It suggests that coaching is suited to helping individuals dealing with authentic challenges, professional interests and dilemmas experienced in complex educational settings, while also acting as a counterweight to some of the consequences of performativity. The study also suggests that coaching may be a valuable means to deploy the expertise of experienced professionals to support an education system exposed to problems of retention of both teachers and school leaders.

#### CollectivED: Making sense of coaching for professional development in education

BLOGS HOME | CARNEGIE EDUCATION | COLLECTIVED MAKING SENSE OF COACHING FOR PROFESSIONAL DEVELOPMENT IN EDUCATION



by Professor Rachel Lofthouse | © 15/10/2018 | 0 Comments

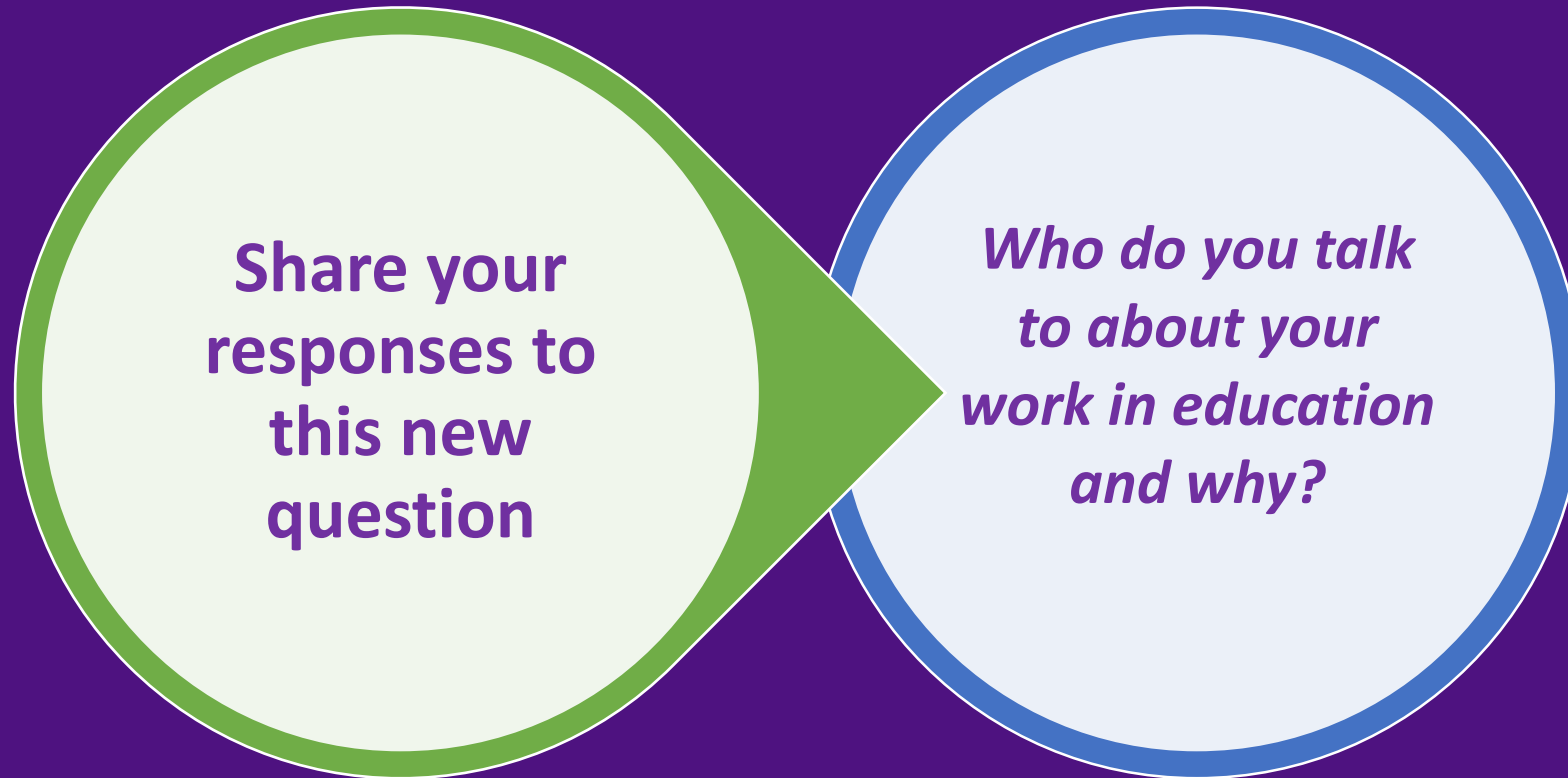


Our Leeds Beckett University research and practice centre 'CollectivED: the Mentoring and Coaching Hub' officially launched on the 14th March with over 50 Teachers, Teacher Educators, Academics and Education / Coaching Professionals attending our inaugural event - Coaching in Education: Why bother?



<http://leedsbeckett.ac.uk/blogs/carnegie-education/2018/10/collectivemaking-sense-of-coaching-for-professional-development-in-education/>

# Find a NEW partner





Western Québec is an English school board dedicated to developing lifelong learners who contribute to society and are prepared for their future. All teachers and staff are committed to academic excellence and the provision of quality education which encourages social, emotional and moral development. Western Québec respects and promotes the rights and responsibilities of every individual while maintaining a student-centred, safe and healthy learning environment. Parents and communities are valued as collaborative partners in enriching programs and achieving goals.

We encourage dialogue. Feel free to [contact us](#) with your comments and concerns.

**Symmes-D'Arcy McGee High School**

**Hadley Jr High School / Philemon Wright High School**



# Focusing on Mentor-Coaches for Teacher Induction & Coaching as part of 'how we do things around here'



*"This is my first time being mentored; it changes the way you see yourself as a teacher."*

*"This school is like a family; when I wake up in the morning I feel no stress. If I have a problem with a student, I know I will get the help I need. It's not a secret. In a family we work together."*

*"There is a lot of power in this building; people are observing each other all the time, our doors are open, we are always asking questions."*

*"I do not see coaching as adding to our workload as the benefits are real".*

*"It is our job to create this environment, we hear teacher voice and we make changes".  
(Principal)*

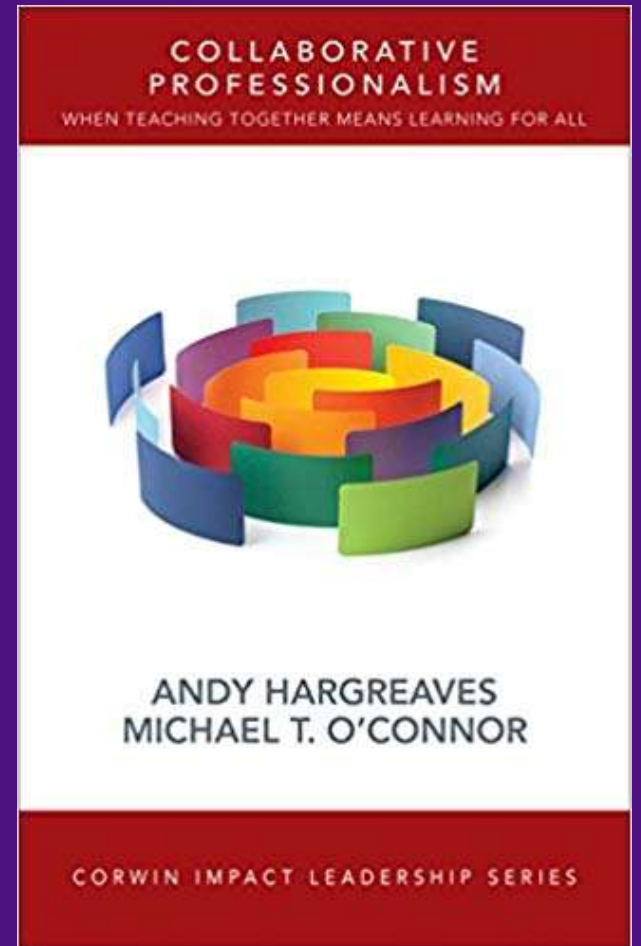
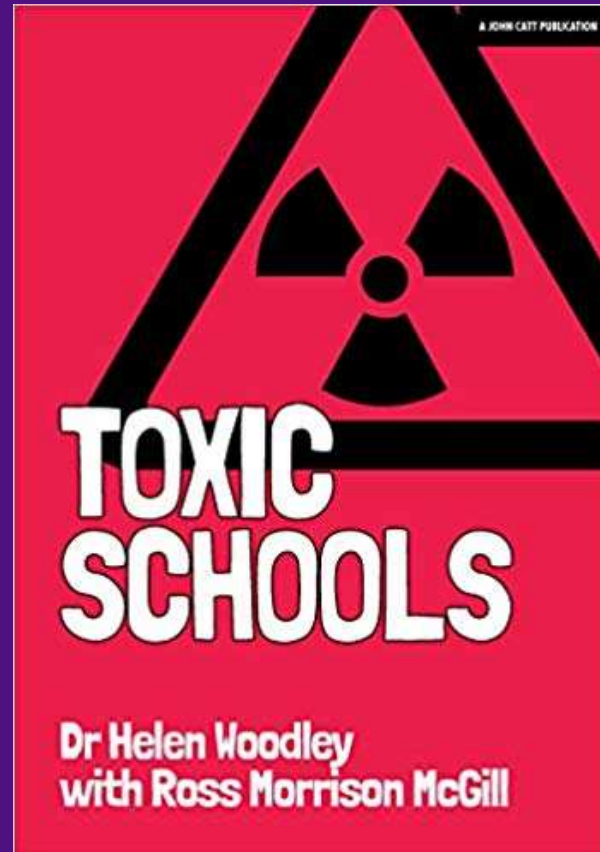
<https://www.leedsbeckett.ac.uk/blogs/carnegie-education/2018/11/talking-about-our-work-as-educators-stress-release-or-active-engagement/>

## Teacher Workforce Dynamics in England

Download the newly published  
final report here



<https://www.nfer.ac.uk/teacher-workforce-dynamics-in-england/>





**Please contact me if you have questions about this session,  
about the work of CollectivED, or would like to write for our  
Working Papers**

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**<http://www.leedsbeckett.ac.uk/riches/our-research/professional-practice-and-learning/collectived/>**

